

MLGN 101H: Introduction to Honors
Fall 2015
Thursdays 12:40-2 pm
Derthick Hall 207

Professor: Dr. Edmonds and Dr. Blouin
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Office: Welshimer Library 106 and FOB 117
Office Hours: Tuesdays in Derthick 308 12:40 - 2

Course Objectives

This course is designed to orient students to the Honors Program and to hone the skills necessary for its successful completion. This course 1) strengthens vital skills in reading, writing, research, and dialogue, 2) provides background information and exercises related to preparing students for the diverse requirements of the Honors Program, 3) develops a strong sense of community among the incoming cohort of Honors students, and 4) encourages the appreciation of a liberal arts education as well as the integration of faith, learning, and service. Offered fall semester. One semester hour.

Learning Goals:

1. to improve analytical skills in both reading and writing;
2. to strengthen our ability to articulate complex ideas and engage in thoughtful, respectful debate with fellow classmates;
3. to evaluate information and its sources critically and incorporate selected information into his or her knowledge base and value system (reflections/discussion)
4. to critically evaluate arguments from different perspectives and articulate a coherent position on an issue (reflections/discussion)
5. to engage in critical thinking and analytical discourse;
6. to broaden interdisciplinary conversations.

Required Texts

Huxley, Aldous. *Brave New World*, New York: Harper Perennial, 2004.

Other readings will occasionally be required and these will be available on CANVAS. These readings should be printed off and brought to class.

Course Requirements

A. Class Participation and Attendance: Your grade is made up of several components: first, enthusiastic participation is required; students should come to class prepared to offer insights, opinions, and answer or ask questions regarding the readings and activities. Secondly, phones or laptops are not allowed in the classroom. Cell phones should be turned off or on 'silent' and left on the desk by the door upon entering class. Each cell phone 'sighting' will cost 3 points off your participation grade. Lastly there are only 14 required days in this course, and all are important. Therefore, if a class is skipped 5 points will be subtracted from this grade, unless you are excused before the class you miss. If you miss more than 25% of class (4 classes) you will be given an 'F' for the class. **(20% of course grade)**

B. Reading Responses: There will be five reading responses due over the semester, and each is worth 50 points. These papers should be a one page, single-spaced, *analysis* of the readings that are typed, printed, and brought to class to discuss. Papers should not summarize the readings, but rather examine what they tell us about the ‘big picture’ and the ideas discussed in class. Grades will be based on evidence of comprehensive understanding, clarity of analysis, and reasoned interaction with the text. **(25% of course grade)**

C. Unplug Report: On the weekend of September 18-20th you should plan to take a 48 hour Sabbath from your phone (and preferably your computer and TV as well) beginning at 5 p.m. on Friday and ending at 5 p.m. on Sunday. Use of an old-fashioned phone (ie: a land-line) is permitted. Make sure to plan ahead to let family and friends know what is going on. The following week, a reflective report will be due on your experience and how it affected the quality of your life and deepened your understanding of *Brave New World*. The report should be at least three pages, double-spaced; although it is a personal response describing and analyzing your experience, it should still be organized and edited. **(15% of course grade)**

D. Travel Presentation: Each student will work in a team to create a travel plan to an international location. Each person will be given a budget, and you should collectively decide and present on your travel arrangements, including flights, sleeping accommodations, food, and tourist attractions. Presentations of each team’s travel plan, due on October 1, should include a detailed budget as well as a bibliography with at least ten sources used to plan your trip. Grades will be based on your team’s collaboration and cooperation, the level of organization and planning demonstrated, and the ability to engage the rest of the class in your presentation. **(15% of course grade)**

E. Three Year Plan: In this 3 to 4 page, double-spaced reflection, you will investigate the course catalog and select certain courses that might serve as your Honor electives. After reading the course description carefully, you will justify your three choices, explaining why that course would work well and how it fits into your overall career plan (academic and professional). This reflection should close with a brief discussion of the obstacles/opportunities you foresee experiencing in this particular part of the program. **(10% of course grade)**

F. Community Service Report: (15% of course grade) In this 4 to 5 page, double-spaced reflection, you will reflect upon your experience working with the Appalachian Service Project (which is currently planned to take place on Saturday, October 17). It should detail the day’s events and what you in particular achieved. You should also use this space to connect the value of community service/servant-leadership to your role as an Honors student at Milligan. **(15% of course grade)**

Distribution of Points

Participation	20%
Reading Responses (5)	25%
Unplug Report	15%
Travel Presentation	15%
Three Year Plan	10%
Community Service Report	15%

COURSE SCHEDULE

August 20: Welcome to Honors!

August 27: Who Are You?

Take the Myers Briggs Test: <http://www.truity.com/test/type-finder-research-edition>

September 3: Brave New World

Reading Response 1 Due

September 10: Brave New World

Reading Response 2 Due

September 17: Brave New World

Reading Response 3 Due

September 24: Unplug Yourself – Report Due

October 1: Travel Presentations Due

October 8: FALL BREAK

October 15: Service & Nationalism [Ed Davis Readings on CANVAS]

Reading Response 4 Due

October 22: What is a liberal arts education? [John Dewey]

Reading Response 5 Due

October 29: Understanding Honors-Forms & Procedures

November 5: Understanding Honors-Three Year Plan Report Due

November 12: Introducing 499 Research Opportunities

November 19: Community Service Report Due

November 26: THANKSGIVING

December 3: NO CLASS ☺

CLASS GUIDELINES

Late Policy: Papers and other assignments will be penalized **one letter grade** for each day that they are late. Those turned in late on the day they are due (i.e. after class) will be penalized ½ letter grade. If you have an extremely extenuating circumstance, you must let us know as soon as possible.

Citations and Academic Dishonesty: Please use Chicago Style or MLA citations. The manual of style is available on-line. Plagiarism at all times and in any amount is unacceptable. If you plagiarize you will be given a failing grade for the entire class.

Disabilities: “In accordance with the American Disabilities Act, Milligan is happy to provide academic accommodations for students with disabilities. If you have completed the accommodation request process, please contact me (the professor of this course) to discuss the implementation of the accommodations I received from the office of disability services. If you would like accommodations but have never submitted a formal request, refer to your catalog, pages 31-32 for instructions. Contact Heather Jackson for assistance.”

Class Discourse: Our discussions may at times get heated. Always be respectful to your peers, even if you vehemently disagree with their ideas. In general, follow the below guidelines for civil discourse.

A Basis for Discussion: Some Guidelines for Civil Discourse

- Challenge ideas respectfully.
- Seek first to understand a topic before forming an opinion.
- Ask clarifying questions.
- Seek out different viewpoints - Play devil’s advocate!
- *No name-calling or other hurtful language.*
- Only one person at a time should speak; the rest of us should listen attentively.
- Everyone should participate and offer ideas and helpful comments or questions.